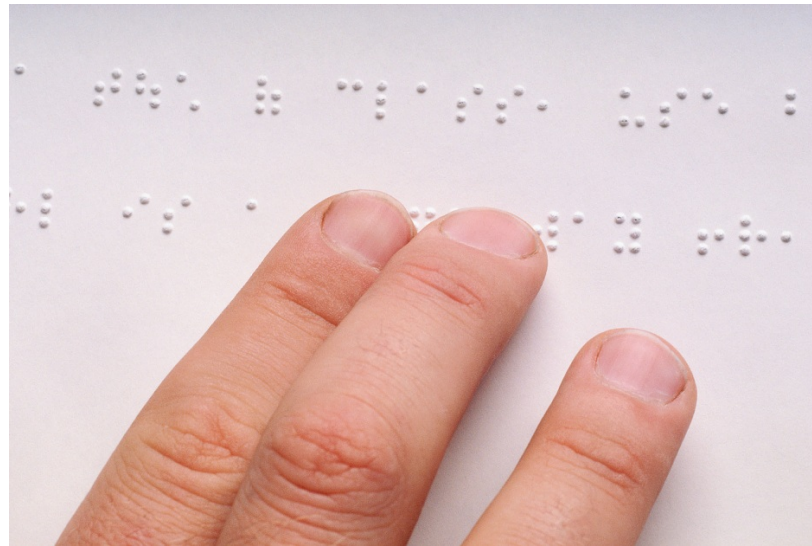
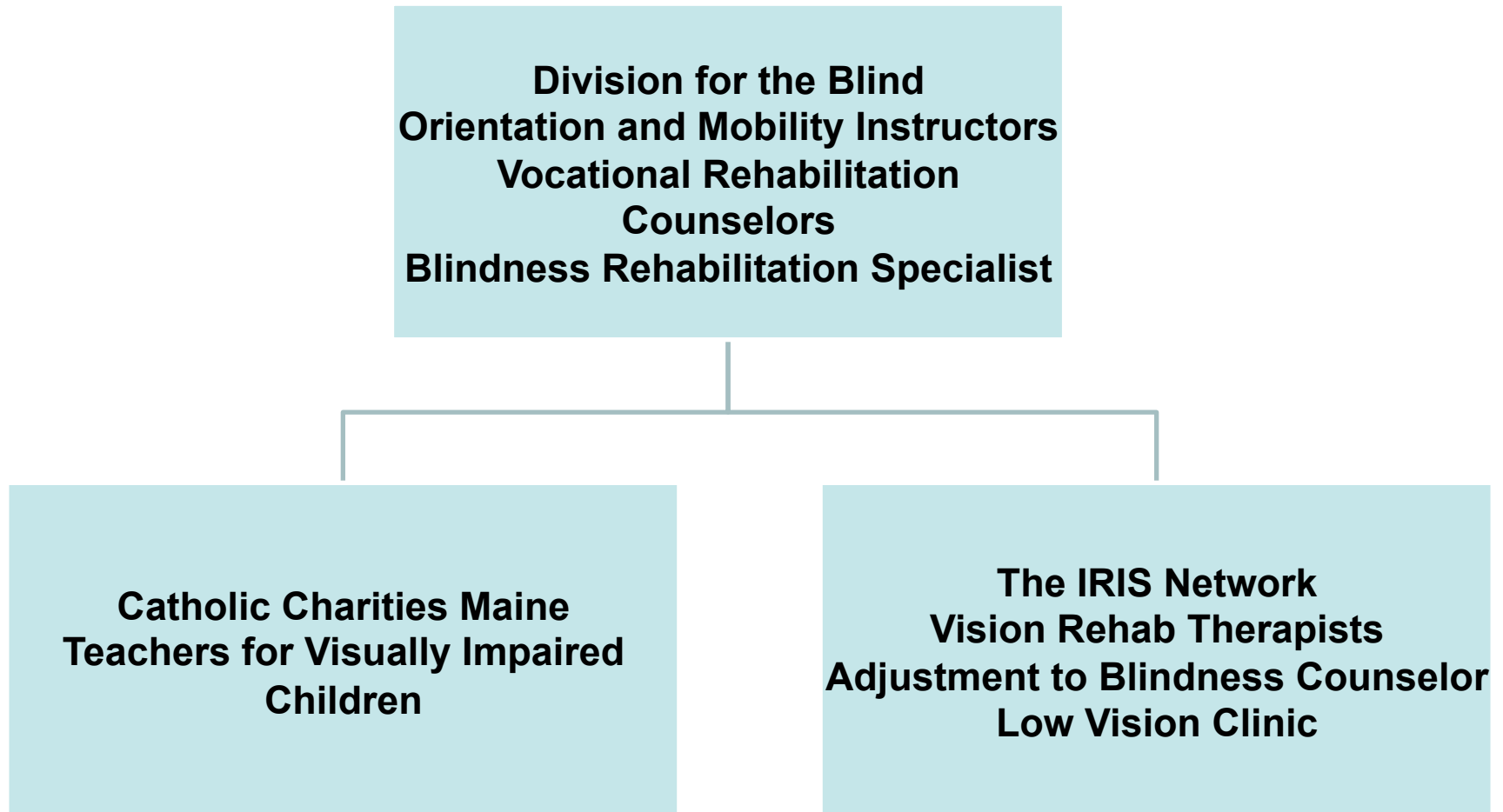


# Education Services for Blind and Visually Impaired Children (ESBVIC)



DEPARTMENT OF LABOR, RESEARCH AND ECONOMIC DEVELOPMENT



# ESBVIC

- Provides services throughout the state of Maine
- Serves blind and visually impaired children birth through 20 years old or the completion of high school
- Operates the Instructional Materials Center which coordinates access to braille, large print and other instructional materials used with students who are braille and large print learners



# Referral Process

- A packet may be requested by calling 1-207-620-3220 or 1-877-621-8520 x5420 or go to
- <http://www.ccmaine.org/a-z-services/education-services-for-blind-and-visually-impaired-children>
- For children in public schools, the referrals must come through the IEP or 504 team
- For children Birth-5, referrals should be coming through CDS. If they do not come through CDS, they will be referred by Catholic Charities to CDS.

# Referrals

- An eye doctors report is essential in determining eligibility(MUSER VII 2N). If we receive an application we can send for the report, but we cannot act on the application without it.
- Supervisor reviews packet to see if the student meets basic eligibility requirements. If they do, they will refer to a TVI for a functional vision assessment. If they do not, they will notify the parent and referral source.
- If it appears that the student may qualify, a Functional Vision Assessment (FVA) is scheduled

# Eligibility

- We serve students with the most severe visual impairments and several things are considered in determining eligibility including etiology, stability, and impact of the visual impairment. Most students we serve have a visual acuity of 20/70 or worse with **best correction**.

## Eligibility Birth-2

- MUSER VII 1 A (1) ...Or has a diagnosed physical or mental condition that has a high probability of resulting in a developmental delay
- Just because a child is developing within the norms of standardized developmental tests, doesn't mean that a severe visual impairment won't result in a developmental delay.  
Remember that some experts say 80% of the information we gather is through the visual modality.

# Functional Vision Assessment

- A functional vision assessment looks at how the student uses their vision in their educational environment, and whether their vision impairment has an adverse effect on their education
- Up to 80 percent of what we learn in early life is information gained through sight.(Alabama Institute for Deaf and Blind)
- We need to do the proper assessments to determine whether the vision impairment is having an adverse effect.

# Referral Process Continued

- Once the FVA is complete recommendations are made to the team (IEP, IFSP, 504) regarding eligibility and services needed
- The team develops the plan to include the type and amount of service to be provided by the TVI
- The IEP, IFSP or 504 plan must include needed modifications and accommodations
- The TVI must be sent a copy of the IEP for his/her file.

# IEP Where do we go???

- TVI's will attend IEP meetings if at all possible. Because of complex schedules, **the more notice we have the easier it is for us to attend**. If the TVI cannot attend they will provide a written report if given adequate notice of the meeting.
- If the team agrees on the need for TVI services they must be listed on the IEP. Often we are providing specialized instruction, and must be listed as such

## Where do we go?? cont.

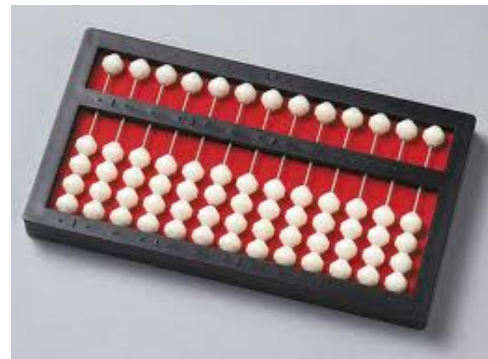
- Sometimes we are seen as a related service
- Either way, the **service** must be listed on the IEP, but you do **not** need to list the specific provider.

# Equipment

- Often students with a visual impairment will require specialized equipment in order to benefit from FAPE. The school system is responsible for providing this equipment. If we have such equipment (such as a braillewriter) in our Instructional Materials Center the student/school is loaned the braille at no cost, but the school is responsible for maintaining it in good working order.

# Equipment

Supplementary aids and services means aids, services and other supports that are provided in regular education classes, other educational related settings and in extracurricular and non academic settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with §§300.114 through 300.116 This equipment must be noted in the IEP.



# Instructional services could include:

- Instructional strategies to facilitate learning in blind/visually impaired children
- Selection and/or modification of specialized curriculum
- Braille instruction
- Low vision training
- Instruction in the use of adapted equipment
- Concept Development

## Instructional services cont.

- Instruction in Disability Specific Skills which is also known as the Expanded Core curriculum. It is not actually a curriculum, but rather a list of specific skills that need careful consideration for students who are blind or visually impaired. They include: social skills, communication skills, career development, self advocacy, sensory efficiency skills, assistive technology, independent living skills, recreation and leisure activities, orientation and mobility (may be provided through DBVI)

# ECC/Disability Specific Skills

- Students who are visually impaired should have assessments and instruction in areas of the ECC to ensure that we are meeting their academic, developmental and functional needs.

# Developing the IEP

**In general in developing each child's IEP, the IEP team subject to subparagraph C shall consider:**

- The strengths of the child
- The concerns of the parents for enhancing the education of their child
- The results of the initial evaluation or most recent evaluation of their child; and
- The academic, developmental and functional needs of the child

(wrights special education law 2004)

# Functional Performance

- ***Functional Performance.*** *Functional performance means how the child demonstrates his/her skills and behaviors in cognition, communication, motor, adaptive, social/emotional and sensory areas*

# Functional

It is not necessary to include a definition of “functional” in these regulations because we believe it is a term that is generally understood to refer to skills or activities that are not considered academic or related to a child’s academic achievement. Instead, “functional” is often used in the context of routine activities of everyday living.

# But it's not in the general curriculum

As used in Part 300, the term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with 34 CFR 300.320 through 300.324, and that must include:

- A statement of the child's present levels of academic achievement and functional performance...
  - A statement of measurable annual goals, including academic and functional goals designed to:
    - o Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and
    - o Meet each of the child's other educational needs that result from the child's disability;
- § 300.311 Specific documentation for the eligibility determination.
  - <http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?type=simple;c=ecfr;cc=ecfr;rgn=div5;idno=34;q1=300.532;sid=e296cae30a12768dc4dff6d65fcc1eb8;view=text;node=34%3A2.1.1.1.1#34:2.1.1.1.1.4.58.13>

# Instructional Materials Center



- Instructional Materials Center is housed in Augusta, but serves all schools with a qualifying student in the state
- We have braille and large print books along with other educational materials designed for the visually impaired such as maps, braillewriters, and bold lined paper. We do not have audio books, but the TVI can provide resources to the schools if that is desired.

# Ordering Textbooks for Braille and Large Print Learners

- Determination of need and type of format for each book (Done by a team usually including the Teacher, student and/or parent and TVI)  
This may include braille, audio, large print, or digital format.
- School selects books and provides the name of the text, author, publisher, ISBN# (student edition), and copyright date of the books needed in braille or large print for the upcoming school year by May 1

## Book orders cont

- TVI completes the book order form and submits to the IMC coordinator
- The IMC Coordinator researches availability of the books, and determines whether it
  - Is part of the IMC collection (no cost to school)
  - Available to be ordered from The American Printing House for the Blind (APH) (no cost to school)

## Book orders cont

- is available through other sources. If so, she will provide ordering information (school will need to order and purchase)

- if it is not available anywhere else, it may be produced by APH

- If large print there are no copyright date restrictions.(roughly 4-6 weeks)

- For Braille the book copyright date needs to be within 5 years (often may take several months)

# Orientation and Mobility Training

- Most often Provided through the Division for the Blind and Visually Impaired directly, except when a TVI is dually certified (O&M and TVI) in which case the TVI may provide both services.
- Is specifically listed in MUSER as a related service
- Note that in the definition of O&M as a related service it specifically states” ...to enable those students to attain systematic orientation to and safe movement within their environments in **school home and community**

# Key Points

- TVI's and orientation and Mobility Instructors want and need to be part of the team. Early notification of IEP meeting is critical since TVI's often serve a large geographic area, and may carry caseloads of more than 20 students. Services from the TVI need to be identified in the IEP, 504 or IFSP.
- In order for students to get their books in a timely manner, book orders **need** to be in no later than May 1<sup>st</sup>

If you have questions contact:

Nancy Moulton Program Director ESBVIC  
592-4760

Jean Small Regional Supervisor ESBVIC  
299-1933

